

The Calumet BOILERMAKER

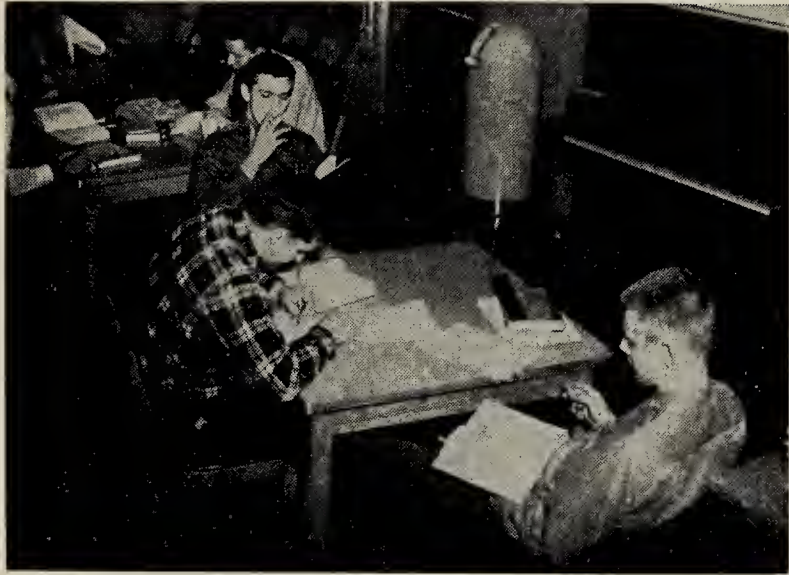
"THE VOICE OF THE STUDENTS - - BY THE STUDENTS"

Vol. 8 No. 4

PURDUE UNIVERSITY CALUMET CENTER, HAMMOND, INDIANA

Tuesday, February 21, 1961

Student Affairs Puts Card Playing In Its Place



AN ERA COMES TO AN END as the administration cracks down on card playing in the lounge. The squeak of slide rules replaces banging card-filled hands as actual studying now takes place!

The Lounge Is Back

by Audrey Senchak

With the start of the new semester at PUCC, several alterations in student facilities have occurred. These changes were made to better accommodate the interests of various groups composing our student body.

The major change has taken place in the student lounge. Effective January 31, the lounge will be used for student lounging, "bull sessions," and studying. Card playing will be allowed only in room 25 of the Inland building, from ten in the morning to five in the afternoon,

Monday through Friday. There will be no card playing in the lounge at any time.

Rooms 27, 26, and 102, when not in use for conferences or classes, are available for individual study. Class schedules for these rooms will be posted shortly.

The Student Council and the Boilermaker have also been affected by the semester changes. Because of the lack of space in room 5, the materials and offices here were moved to room 21, which has a fourth to a third more space than room 5. This will greatly benefit the student organization who need the extra room for their expanding needs. Room 5 is now a classroom.

Any questions concerning these changes should be brought to room 30.

Dr. Elliott Sees Good In Recession

A period of economic recession can be turned into personal advantage, it was suggested last month by Dr. Carl H. Elliott, Director of Purdue University Calumet Center. He suggested that periods of slack work may provide just the time for personal preparation for better jobs and more job security through taking advantage of the learning opportunities that exist in the Calumet area.

Using P.U.C.C. as an example, Dr. Elliott recommended that people ought to become aware of the range of educational offerings which are being made. At the Center nearly 250 classes are scheduled for this semester. Of these more than 100 are on the evening schedule and are set up for the part-time student who wants to study in areas related to his work or who wants to broaden and increase his personal knowledge.

A full range of day-time classes is available to the student who, finding regular employment now hard to obtain, decides, according to Director Elliott, to increase his employability and future job security by earning a two-year Diploma in Applied Technology or by working toward his bachelor's degree.

The Director indicates that all of the work toward the Diploma can be taken locally. The Diploma programs, originally set up by the University in cooperation with local industry, are designed to train engineering technicians to work as a part of the engineering team. Diplomas are offered in Building Construction Technology which places emphasis on architectural drafting, structural systems, materials, estimating and planning; in Chemical and Metallurgical Technology, a program which is specifically designed to train technicians for the metals industries so important in the Calumet Region; in Drafting and Mechanical Technology which provides technical training in mechanics, design and mechanical processes and tools; in Electrical Technology which provides options for training in electric power, industrial electronics, and radio and television; in Industrial Technology which trains individuals to handle the technical and technological aspects of the industrial managerial team. All the Diploma programs are accredited by the established accrediting agency in the field of engineering.

Dr. Elliott urges residents of the area to investigate their opportunities. There are several well-established institutions in the Calumet Region offering a wide range of subject matter. Now is the time, he says, to choose which of the programs or subjects will turn today into advantage for tomorrow.

unique award to be offered for the first time to a Purdue Calumet Campus student is a campus leadership award given by the Junior Interfraternity Council of the Purdue Lafayette Campus. This is a cash award to be presented to a student leader who has best exemplified the Social Fraternity ideals of maturity and responsibility in all phases of school life.

Any students or persons interested in any information concerning the Purdue Calumet Campus scholarships, loans or awards should direct their correspondence to Mr. Richard M. Trumpe, Director of Student Affairs, Purdue Calumet Campus, Hammond, Indiana.

CARTER DAVIDSON SPEAKS ON TODAY'S NEWSPAPERS

by Nada Rancich

We had the pleasure and honor to hear Mr. Carter Davidson speak on today's newspapers at noon in Room 111, on January 11, 1961. At the present Mr. Davidson has a program on WBBM-TV, titled 'Carter Davidson Views the Press.'

Mr. Davidson quipped that today's newspaper should not be tomorrow's garbage wrapping. There are some shortcomings in our newspapers. We should try to find out what they are, and how a newspaper can serve our purpose. The newspaper lives and dies within a day. To understand a newspaper, you have to realize that it is the product of human hands.

As Mr. Davidson stated, he has concerned himself mostly with foreign affairs. Foreign news comes from reporters overseas. These reporters are susceptible to frailties. When a man gets up in the morning with an ailment, he is likely to look at a series of developments in a different light than he would if he got a good night's sleep. There is no way to stop facts and interpretations from getting into print. Interpretations can do a great deal of evil. The newspapers are blameless. Stories written by reporters, who are usually rushed for time, are only half of the picture. The other half is the reader.

When you read the news in a newspaper, it is up to you as to the value it brings to you. It can do damage in the presentation of news, as far as your interpretation goes.

Mr. Davidson gave Laos as an example of unfolding history. Laos had built up tension. Red Chinese were pouring in men, and the United States was supplying machinery. We were on a brink of war. The next day it was on page 17. It was of no pertinence. It was not deemed worthwhile by the editor to put it on page one. We were left hanging there, because the news story that had been on first page one day, appeared on page 17 the next day. The next day the story on page one was Cuba or something about Chicago.

Newspapers do not give complete coverage of their stories. The example that Mr. Davidson used to show this was the Trumble Park Racial Situation. The public housing development there arose in a fight. We did not see much of this incident in the newspapers. However, it did not altogether go away. This non-coverage was a contribution to the degree that the fighting came and went without much trouble. This kind of a situation is rare.

Scare headlines in a racial story cause additional racial tension. The New Orleans story has thrown the racial situation to a head, as though this were a crisis that had arrived. It was played up entirely out of proportion.

Since Mr. Davidson has concerned himself with foreign affairs, he is a foreign correspondent for Associated Press. He stands accused and pleads guilty for inflammatory copies. He stated emphatically that he did the same thing that competitors were doing. He admits that those news articles were also played up entirely out of proportion.

The responsibility to keep news in proportion is yours and not the paper's. The newspaper's job is to bring its version of what happened, and it is your responsibility to seek out its importance. The newspapers look upon each story as complete in each day and, therefore, are laid to the brink of certain events which transpire without knowing that they are doing this. The greater story is not being told and has to be told to you by yourself in whatever manner you have.

Daily events are not told in terms of United States being responsible as an overall condition of Africa. EX.

You must document a story yourself. There are shortcomings in your newspaper but do not excuse yourself by mentioning these and saying that you have no means of being informed by your newspaper. The main information is there, and you have to gather the rest yourself.

A roar of laughter leaped as Mr. Davidson merrily said, "When you have been in a foreign country for two weeks, you are an expert. When you have been there for one month, you are an authority. When you have been there for three months, you are confused!"

PUCC Guidance Services Greatly Expanded to Meet Student Needs

A vocational and general guidance information section has been set up in the library. It contains sources of information for 232 different occupational fields in areas of work. In addition, it contains information pertaining directly to Purdue University campus (housing, major area of study, educational opportunities for women, cultural opportunities, and R.O.T.C.), a Purdue University catalog for academic program consultation, reference books on over 2,500 colleges in the U.S., and information on fraternities and sororities.

Counseling and testing facilities have increased through the addition of two testing booths in Room 30. Any student interested in general education, vocational, social or personal counseling or testing should see either Mr. Trumpe or Mr. Hartman. The tests offered to students fall into these five categories: 1. mental ability; 2. achievement; 3. vocational interests; 4. aptitude; 5. personality inventories. The testing service is free to P.U.C.C. students. As to service for the public, a limited number of outside cases will be taken at a nominal fee to cover the cost of materials and time involved on the part of counseling.

Each counseling and testing program is co-operatively planned by the counselor and student to aid the student in finding out what he particularly wants to know.

Mr. Trumpe has said that "business is booming," so take advantage of these guidance and testing opportunities.

PURDUE NURSES SET ON WORLD SCHOLARSHIPS STILL OPEN

Nineteen students were granted diplomas in Practical Nursing at the Purdue University Calumet Center Jan. 22, 1961, at 2:30 p.m. This was the seventeenth class to receive diplomas since the program began in 1955.

Miss Mary Holtman, Family Service Coordinator for the Institute for Urban Development, Purdue University Calumet Center, delivered the commencement address to the candidates in the Center's Student Lounge. Miss Holtman joined the staff of the Institute in February, 1960, and is currently engaged in a family service project in conjunction with the Purdue Calumet Development Foundation's activities in East Chicago.

The invocation and benediction were given by the Rev. F. J. Melevage, pastor of the St. Mary of the Lake church, Gary. Dr. C. H. Elliott, director of the Purdue Center, introduced the guests, and Mr. R. J. Combs, assistant director, conferred the diplomas.

Candidates who received diplomas are: Gary—Adeline Anjanes, Beryl Cooper, Emily Coyne, Helen Evans, Rosemary Hill, Bernice Hughes, Josie McHenry, Erdell Moore, Ouida Sibley, Carolyn Smith, and Grace Spurr.

Hammond—Anna Bady, Marth Matovina, and Inez Washington; LaPorte—Christine De Myer; Hebron—Mary Burns and Berniece Epton; Whiting—Cecil Frenchik. Illinois—Frances Palazzini, Essex.

Upon graduation from the Purdue Center, the practical nurse must pass the Indiana State Board examination in order to become a Licensed Practical Nurse.

There is an additional \$200 in scholarship funds available for students currently enrolled at the Purdue Calumet Campus for this semester of the school year. This will be in addition to the almost \$5,000 in scholarships and awards presently being held by twenty-eight Purdue Calumet Campus students.

Area students receiving awards or scholarships are Eugene Dykema, South Holland; David Jarrell, Calumet City; Paul Velasquez, East Chicago; Bob Penn, East Chicago; William Crabbs, Hammond; Bill O'Drobinak, Whiting; George Sourlis, Gary; John Stoica, East Chicago; Harry Chick, East Chicago; Peter Gregorich, Hammond; James Kenning, Cedar Lake; Dennis Kucinski, East Chicago; Lawrence Palmer, Highland; George Pinney, Hammond; Kenneth L. Tucker, Munster; Henry Turnes, Hammond; Charles Yelusich, Gary; Carl Zielke, Chicago; Frank Dalissandro, Hammond; Donald J. Fisher, Lansing; Ronald Gyure, Whiting; Donald Leavitt, East Chicago; Richard Walters, Whiting; John Krivacic, Whiting; John Caras, Gary; Ray Marshall Booth, Gary, and June Cernevski, Hammond.

The scholarships and awards come from many and varied sources. Among the present donors actively aiding in the furtherance of education for worthy students at the Purdue Calumet Campus are the following: Youngstown Sheet & Tube Co., George Pullman Company, Inland-Ryerson, The Hammond Centennial, Alpha Phi Alpha, Vocational Rehabilitation, The U.S. Army, Woodmar Methodist Church, Phyllis Wheatley Federated Club, Purdue Alumni Association, and The Hammond Optimist. A rather

The Calumet

BOILERMAKER

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No. 4

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Wanted: the Good Instructor

By WALTER HARTMANN

In general conversation, in counseling, and now in the pages of the **Boilermaker**, the question of teacher evaluation by students comes up again and again, in one form or another.

Usually, one debates (or gives up on) issues like "should instructors be evaluated," "can students evaluate instructors," etc.

In the meantime, the fact remains that the student is a part of the University, that he is supposed to engage in higher learning, that he does so with the help of the instructor. Thus, whether and to what extent the instructor actually is a help is of major concern, both to the student and to the University.

To obtain information of what students desire in an instructor, and then perhaps provide information also on whether students' ideas have sense and validity enough to be taken into consideration, psychology classes during the Spring Semester 1960 were asked to present, anonymously, sketches of the ideal instructor. Since all kinds of students are found in these classes, the results may be considered fairly representative.

The characteristics of the ideal instructor may be described in five categories.

1. Personality of the Ideal Instructor

There is frequent mention of a sort of general "I hope he'll be nice to me" item: likeable, friendly, etc. More specifically, the personality of the ideal instructor is described in these terms: he would be outspoken, ready to criticize society — including commonly held views and attitudes; he would be concerned about society, wanting to improve it; a good citizen. He would have a bearing so that he would serve as an example to, a potential model for his students—his students would be able to be proud of him. This includes the factor of appearance; both men and women students quite frequently give items like "neat," "well-dressed." Further, he would be courteous, always act with dignity. And, perhaps surprisingly, a family man is preferred.

2. The Ideal Instructor's Personal Approach to Students

The ideal instructor would have a real interest in, indeed enthusiasm for, students; he would like and get along with students; he would be understanding, able to advise and counsel. He would know and respect students—their needs, their levels of competence. He would be objective, unprejudiced, stable; he would possess integrity. And he would not mind being disagreed with.

3. The Ideal Instructor's Professional Approach to the Class

The ideal instructor would be in firm control of his class at all times, excellent discipline would be maintained. This item, which—in con-

nection with a desire for high standards generally—turns up quite frequently, reflects perhaps the demand for genuine quality and achievement; it also perhaps reflects the relative youth of many of our students, who perhaps have not yet quite outgrown the high school syndrome. Discipline is of course a function of the student rather than the instructor.

The ideal instructor would be a guide to creative thinking and to self-understanding rather than a "drill master." He would inspire—not frustrate. And he would not "cram." The latter is in fact not always in the instructor's control; there are subjects in which a certain amount must be covered, regardless.

The ideal instructor would recognize that subjects other than his are being taught, too. He would let students recite, grade not only on the basis of test results—and his tests would not be "traps." He would be prepared for each session. He would invite questions, frequent student participation, would listen to what a student has to say. An informal atmosphere would prevail.

He would have a sense of humor, and much patience. He would never be discouraging. He would correct a student privately.

4. The Ideal Instructor's Approach to His Subject

There is wide agreement that the ideal instructor would be qualified in his subject. Of course, this is not an item that the student could evaluate, and it is not in question at a University like this one. However, students might want to and could evaluate the extent to which an instructor's expertise "comes over."

The ideal instructor would be interested and qualified in broad areas beyond his own specialty; some would want him to be well-travelled.

He would be interested in; enthusiastic for; indeed, inspired by his subject. And he would have done recent research in his area.

5. Teaching skills of the Ideal Instructor

The ideal instructor would be interesting, hold students' attention.

He would show that the subject is not being exhausted, lecture beyond the text, bring in side issues, and bring in his own ideas and expressions. To achieve ability to "get across" he would be qualified in language, be a good speaker, and have a good voice. He would enjoy teaching and would want to teach. And he would use modern, up-to-date teaching techniques and be qualified in the area of education.

In general, it would appear that students have an interesting, sound, and high-quality idea of what constitutes a good teacher. Thus, it seems not unlikely that students could indeed evaluate instructors to good purpose. On the basis of the above, an instructor-rating scale could probably be developed.

However, this appears unnecessary, since the above description of the ideal instructor is essentially a description of the typical member of the faculty of P.U.C.C.

A NEW SEMESTER

My routine is changed—my friends will be new
My check book is low—I've paid the tuitions that's due.
I look forward to a brand new school year
But not with the same old college cheer.
For in taking stock oh what do I find
I'm not as smart as I thought last year at this time.

Alan Novice

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DRIVEL

by ME

Hi! I thought perhaps that that bi-monthly rag proudly referred to as the **BOILERMAKER** would like to have a few column inches of drivelt to fill the empty spaces.

This probably won't be too cheerful. Somebody offered me a drink the other day and I swallowed an ounce or two before I discovered that it was water. Now I will be off my feed until I can rid myself of the disgusting taste of H₂O.

Have you ever noticed the married fellows sitting back in the corner of the cafeteria studying the different examples of feminine pulchritude exhibited around here? I wonder what's going through their minds?

We have all noticed quite a few articles in the newspaper lately expressing the faults of the school and the students. Too bad the people around here capable of reading can't take the hint and try to improve themselves.

Just thought you might like to know. Nobody knows who writes this column except me and I'm not sure about it!! If you should by accident find out who is writing this junk, please confirm my worst suspicions, and let me know too. If any replies seem warranted, post them on the bulletin board in room 21 with a great big **ME** across the top of the note. I'll be sure and see it or at least hear about it from that gossip group that frequents room 21.

Why does a certain person here at school have to wear clothes which definitely set her apart from other people? Maybe it isn't the clothes. It might be her. Anyway there sure is something exciting about her. The married guys know who I'm talking about. (B.B.)

The carnival, while not a complete flop, surely wasn't a success. To those gallant souls who worked so hard in the attempt: Last year wasn't any better, I hear.

Honorable Mention Department: Mr. Tinkham. This man should have a Personality article written about him. If the students in this school have a faculty member on their side (and they do) he is the one. A real gem among men.

Read an article supposedly written by an American movie star. She says she has traveled in many a foreign country and by comparison American men are lacking. I wonder if she has ever heard a well traveled man's comparison between the average American woman and her female counterpart in other countries? She says American men are only interested in making money. What else is there to do when there isn't anybody with which to make love. Perhaps she should try love once. Under new experience.

I heard about some University where they have co-ed dormitories. As the story goes, the dorm has ten stories (floors in this case. It probably has many more stories than ten.) (Tales here.) The bottom seven floors are for the males and the top three are for the fairer sex. Just goes to show three floors of girls are equal to seven floors of boys.

Among the startling changes are the differences in the boys' attitudes.

One boy (19 years old) said before now girls were a complete mystery to him. Apparently they aren't now. Of course under the circumstances it would take an awful backward boy to miss the opportunity.

Also, the boys no longer enjoy throwing people off the roof of the dorm. They probably can find things more interesting to do. Besides how are they to reach the roof without passing three floors of girls. I have never seen the day when I could pass three floors of girls just to throw somebody I didn't know off a roof ten stories (oops, floors) high.

Another change, remarkable as it may be, is the decrease in the number of panty raids. They haven't had any since co-ed dorms went into effect. What is the use of hunting when the game you are after is in your own back yard?

The author didn't say if the marriage rate had gone up or not.

Well, bye for now. I have to go to the local emporium and have something to get this awful taste out of my mouth. H₂O ugh!! It is good for making electricity and washing in. It's a wonderful solvent and beautiful in large bodies. The only place you can catch a real live fish is in water, but it is STILL A LOUSY DRINK.

Finding oneself suddenly on Easy street is not enough, says Grandpappy Jenkins. The idea is to get a permanent lease.

—pucc—

Ostriches often live to be 75 years old—Factographs. With their heads in the sand it must seem a lot longer than that.

Mr. Wonderfuls

Who are the greatest guys that live? They run over opposition like water through a sieve.

These are the men that give their all,

Be it track, marbles or volleyball.

They have not yet gone down to defeat,

Yes they're the men that cannot be beat.

Not only athletes but scholars as well,

Drutis, Fuller, Rayson, that rings a bell.

Let's face it they're tops as everyone knows;

Wherever they are, everyone goes.

These are the men so rugged and handsome,

To get them is worth one million in ransom.

They're proud and great, but still too modest

Because above all they are the hottest.

These are the men who took over PUCC;

They did it with sheer hard work and pluck.

They excel in anything in which they try out,

And if you don't believe this they'll give you a clout.

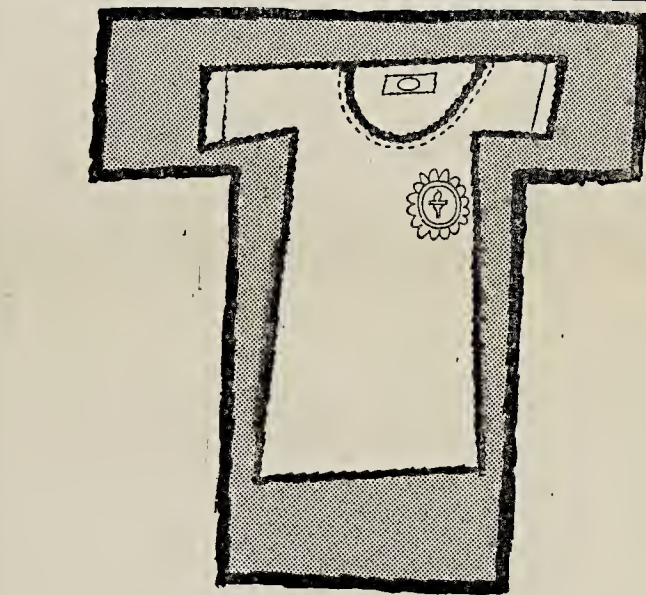
Though spread out on campuses numbering two

Be careful, watch out, their eyes are on you.

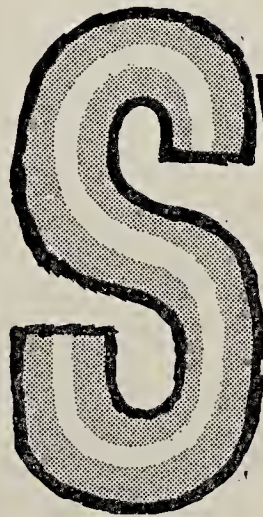
These are the men of might and force.

Hell yes! You guessed it. The What Me Worrys of course.

—By Ace & Scoop



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He no longer holds any interest for me — I've already got him psychoanalyzed.

The Night Crawler

By RAY NILLES

Well, it's been a long, cold winter, but we finally made it back again, with all kinds of changes to boot. We have a new year, a new semester, a new Editor, actually he's a little used, new BOILERMAKER and Student Council offices, a new atmosphere in the Lounge, and the old atmosphere filled with comments about the new.

The new office of the Pinochle department is in room 25. I believe that this will deprive the Lounge of some of its distinctive character, but since pinochle returns to the Lounge after 6 P.M., I don't mind too much. I imagine that there have been many discussions about this change, so, I'll stay out of it, more or less.

PUCC has taken on the quiet, studious appearance that normally occurs at the start of the second semester. Please, don't let this worry you. It will usually last 2 or 3 weeks, or until the shock of the first semester grades has fully worn off.

Larry Mysz has returned to the fold as Editor-in-Chief, until things

get too hot for him around the office. Good luck on this try, Larry.

I've noticed some new faces among the evening group. Welcome to the club, gang. We meet in the coffee shop at ten before the hour, every hour.

I have a comment on the new BOILERMAKER office. "It's cold in here!" Somebody turn on the heat, please.

I had better put in my regular plea for assistance right here. If any of you have anything to say, any comments, criticism, rumors, or are just gabby, please tell me,

or write it down and turn it in to the BOILERMAKER office, which is now in room 21. You may just slide it under the door, if you wish.

That will be all for, now. See you next issue.

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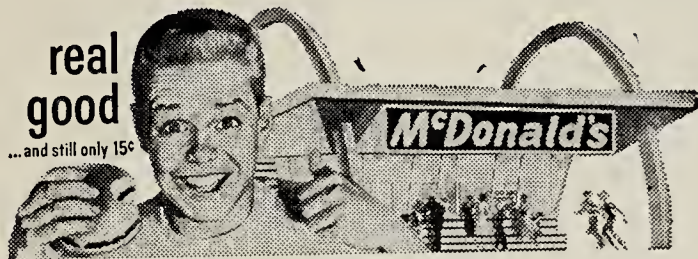
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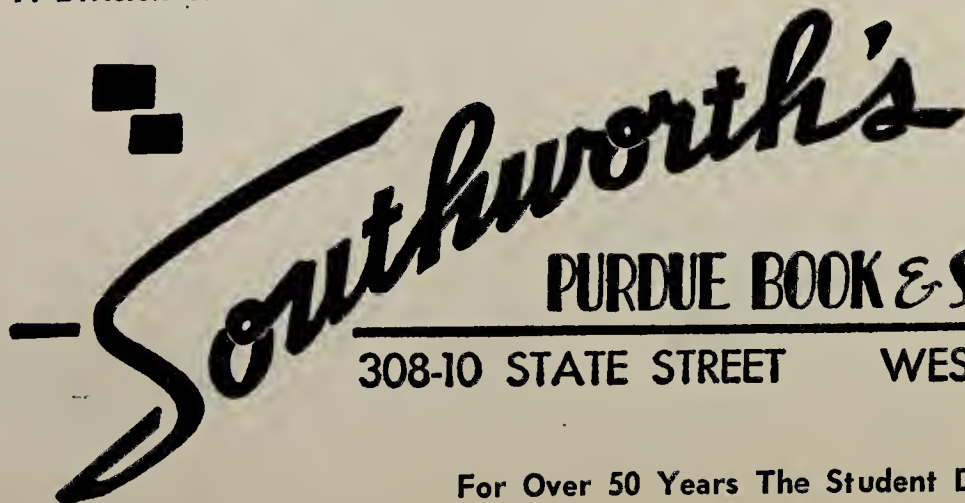
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